

Busy Bees Day Nursery at Burton



Second Avenue, Centrum One Hundred, Burton-on-Trent, Staffordshire
DE14 2WF

Inspection date	21 August 2019
Previous inspection date	20 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and her staff provide a welcoming, friendly and caring environment. They are committed to providing a wide range of positive and enjoyable activities to support children effectively in their learning and development.
- The quality of teaching is good. Staff make regular assessments of children's knowledge and understanding. They use these to plan activities based on children's next steps in learning and their individual interests.
- Children throughout the nursery demonstrate good behaviour. Staff are positive role models for children. They help children to take turns, share equipment, play alongside others and make friends.
- Parents are very pleased with the systems in place to keep them informed about their children's progress. They comment about the approachable, caring and friendly staff who provide them with suggestions on how to support and continue their children's learning at home.
- Children with special educational needs and/or disabilities (SEND) are provided with tailored interventions to support their individual needs. There are strong partnerships with parents and other professionals to ensure children make the best possible progress.
- Additional funding for children is made good use of to help children catch up with their peers and enjoy learning. For example, the manager has implemented training and bought resources to support communication and language skills more effectively.
- The monitoring of staff performance does not sharply focus on identifying how their practice impacts on outcomes for children.
- On occasions, staff do not provide sufficiently challenging activities for the older and most able children to maximise their learning even further.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the systems for the performance management of staff to clearly identify the impact of staff practice on outcomes for children
- provide more challenging activities for the older and most able children to extend their learning even further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and senior members of staff. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector took account of the views of parents through written feedback provided and from speaking to a number of parents during the inspection.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. There are robust recruitment and vetting procedures in place to ensure that all staff are suitable to work with children. Staff demonstrate a good understanding of how to keep children safe. They are confident about the procedures to follow if they have any concerns about the welfare of a child. The manager has an accurate understanding of the quality of the provision and clearly identifies areas to develop further. She regularly gathers the views and suggestions of staff, parents and children and ensures actions are taken according to their requests. Parents speak highly of the nursery and comment on how happy their children are to attend. Links with local schools are strong. Staff share their knowledge to help support children and make sure they are ready for their move on to school. Transitions throughout the nursery and into school are seamless.

Quality of teaching, learning and assessment is good

Children of all ages are provided with a wide range of interesting and stimulating activities. Babies develop their physical skills as they enjoy filling moulds with sand and learning how to tip them over to make a model. As toddlers are shown how to cut out animal shapes in the play dough adults skilfully extend children's communication and language. For example, when children make the noises of the animals they are cutting out, adults say the name of the animal. Young children persevere as they skilfully pour water from a container to fill a narrow-necked bottle. Older children have fun making marks with chinks outside. They explore what happens when they mix different colours of chalk together to make another colour.

Personal development, behaviour and welfare are good

The key-person system is highly effective. There is effective gathering of information from parents during settling-in sessions when children first start. This enables staff to tailor children's learning, development and care to their individual needs. Children enjoy the healthy and nutritious snacks and meals provided by the nursery. Older children learn about healthy lifestyles as they join in with exercises at the start of the day. They check their heartbeat and talk about how water keeps them 'hydrated'. Children of all ages enjoy playing outside and developing their physical skills. For example, older children learn how to balance on stepping stones and toddlers push themselves along on ride-on toys.

Outcomes for children are good

Children make good progress from their starting points. This includes children who benefit from funded education and those with SEND. Children throughout the nursery are confident and enthusiastic. They listen carefully to stories, ask questions, and predict or recall the ending of the story. They learn to manage their own care needs and enjoy the responsibility of small tasks, such as serving their own snack. Children are successfully acquiring the key skills they need to move on to their next stage of learning. Older children learn to recognise their own name and link sounds to letters in preparation for school.

Setting details

Unique reference number	218446
Local authority	Staffordshire
Inspection number	10106197
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	108
Number of children on roll	132
Name of registered person	Busy Bees Day Nurseries (Trading) Limited
Registered person unique reference number	RP900805
Date of previous inspection	20 January 2015
Telephone number	01283 535000

Busy Bees Day Nursery at Burton registered in 1998. The nursery employs 36 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, 25 hold appropriate early years qualifications at level 3 or above, two hold appropriate early years qualifications at level 2 and eight members of staff are unqualified. The nursery operates from 7.30am to 6pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

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